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second part is devoted to the extension and development of Herbart's ideas in Germany, for the Herbartian system did not spring Minerva-like full panoplied from the brain of its founder. In this part of Dr. DeGarmo's exposition the average reader will have probably his first chance to get some notion of the distinction between the work and the schools of Stoy and Ziller. The contributions of Rein and Lange also receive attention. The concluding chapter is devoted to a discussion of Herbartian ideas in America, by which is probably meant the United States.

The reader of this work cannot fail to gain a good conception of the aims, purposes and methods of that school of pedagogical thought that takes its start from Herbart. Without entering into a discussion of the merits of this school, we cannot fail to acknowledge that its influence is on the increase. Even those who cannot agree with all its doctrines ought to be glad to own that its influence for good has already been strongly felt, especially in the primary grades.

C. H. T.

First Latin Reader, including Principles of Syntax and Exercises for Translation. By JARED W. SCUDDER, A. M., Latin Master in the Albany Academy. Boston: Allyn & Bacon, 1895. pp. xi. 284.

This is a new introductory Latin book, called a Reader, because after a few lessons all the Latin exercises to be read consist of connected passages. The simple stories are based upon Roman mythology, history, and life. It is claimed that this will add immediate interest and profit to the pupil's work and show the use to which the grammatical knowledge is put. The English sentences to be turned into Latin are based upon the Latin story, which furnishes at once the vocabulary and the model. A novel feature is found in a series of exercises consisting of Latin questions, the answers to which must be based upon the information furnished in the Latin stories. At the proper time passages for sight-reading are added to the lessons. Thus much is made of reading and using the language.

The forms of etymology are brought in gradually and carefully through the book and the steps in the advance in syntax are simple. The observations upon the new matter and the explanations of grammar will be found helpful to the pupil and perhaps also the English questions at the end of each lesson.

They will, however, be probably left alone, unless followed up by the work of the teacher. The tables of declension and conjugation at the end of the book afford opportunity for reference and drill. The vocabulary contains nearly two thousand words, not too large a number when obtained by reading.

The book should not be followed by Caesar, but by Viri Romae, Eutropius, or other easy Latin. It seems hardly necessary that the rules of syntax should have been numbered, brought in as they are as occasion required. They would present a curious combination if arranged in order of number. Names or topics might have been given to them. The book appears very attractive. Its success as a text-book must be determined by trial.

William T. Peck

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Studies in American Education. By ALBERT BUSHNELL HART, Ph. D.; pp. vi. 150. New York : Longmans, Green & Co. 1895.

Many a lad has been puzzled by the question : How many are four apples and three pears ? A somewhat similar difficulty must have come upon Professor Hart when he sought a common link by which to unite the six miscellaneous magazine articles which appear in this volume. Professor Hart finds his defence in his educational "credo," which he announces in the preface. "That education is substantially one from beginning to end, so that the same or similar methods may be applied throughout, and that teachers of every grade and subject have a common interest, and may learn from each other." We recognize the first part as a phrase often on the lips of President Eliot, and one which is particularly unfortunate, since it supports a great truth, that education should be a unit, by a false claim, that method should be the same or similar from the Kindergarten to the University. No one doubts, however, that there are certain principles underlying all proper method, and so, if we go deep enough, there is no doubt that Professor Hart can find the thread which connects his essays beginning with : "Has the Teacher a Profession ?" passing through "Reform in the Grammar Schools," and "How to Teach History in Secondary Schools," and ending with "The Status of Athletics in American Colleges." Taken together they would form an excellent number for any educa-